*j. juanita gilmore*

**Lesson Title:** The Most Important Drink in the World

**Grade:** 3

**Duration:** ELA block, two periods

**Learning Target**: I can demonstrate understanding of the benefits of drinking water.

I can identify symptoms of dehydration.

I can produce writing appropriate to task with guidance from adult/peers.

I can speak in complete sentences to provide details and clarity.

**Essential Question**: Why must we continually hydrate?

**Common Core Learning Standards:** RI31, W32, W33, L31, L32, SL31, SL33, SL36,

**Danielson’s Framework for Teaching:** 1a, 1b, 1e, 2a, 2b, 2c, 3a, 3b, 3c, 3d,

**Vocabulary:** hydrate, dehydration

**Pivotal Questions:**1. Why do we need to drink water?

2. What happens to us if we do not drink water?

**Materials:** 1. Read aloud, Water: The Most Important Drink in the World by Miley Smiley

2. Anchor chart “Monitoring Hydration Urine Chart”

3. Anchor chart “Reasons to Drink More Water” and “Signs of Dehydration”

4. YouTube videos: The Importance of Drinking Water for Children (animated and humorous, I min 39 sec) What Would Happen If You Didn’t Drink Water (animated, stop video at 2 min 25 sec ~ video goes on to discuss hyponatremia)

5. Students’ Writing Logs

6. Web graphic organizer

7. Pencils

8. Crayons

**Hook/Motivation**: “Have you ever noticed how limp and shriveled a plant can look when someone forget to water it? Then, with a little water, the plant can perk right up again. This change is a reminder that water is essential for plants. Water is also essential for people because it’s found in every cell, tissue, and organ in the human body. You can meet your water needs by drinking water and making sure you drink water with meals. If you are outside in hot weather for most of the day or playing and running, you need to make sure you drink more water.”

**Students Turn and Talk**: “Turn and talk with your partner to discuss how often you drink water.”

**Direct Instruction**: “For our read aloud, we have the book, Water: The Most Important Drink in the World by Miley Smiley. After our story, we’ll discuss and list the benefits of drinking water that you will write in your journals.”

Whole class contributes to creating 5 reasons to drink more water. Students write the information in their journals.

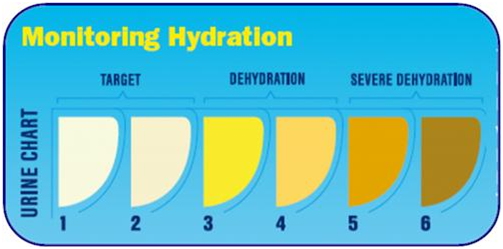
1. Keeps body temperature normal
2. Helps muscles work
3. Supports digestion
4. Gives you more energy
5. Helps the immune system

“Water also protects your joints and helps them move smoothly. It cushions your spinal cord and other important body tissues. Water gets rid of wastes through urine, sweat, and bowel movements. Your body needs water to replace what is lost through normal everyday functions: sweating, going to the bathroom, and even breathing—since you lose water while exhaling. Your body loses even more water if you are outside in hot weather, engaging in physical activity, or experiencing fever, diarrhea, or vomiting.”

**Video:** The Importance of Drinking Water for Children (humorous animation, I min 39 sec)

After viewing the video, students turn and talk with their partner.

“Because your body is constantly losing liquid, you need to replace lost water to prevent dehydration. Dehydration can occur if you aren’t drinking enough water to replace natural fluid loss. It can also happen as a result of physical activity. Symptoms of dehydration include feeling thirsty, sweating, feeling tired or weak, having a headache, dry mouth or dizziness. Sometimes, you feel hungry when you are dehydrated. If you notice these signs, hydrate your body by drinking water right away. If you are concerned that you are not drinking enough water, check your urine. If your urine is colorless or light yellow, you are most likely staying well hydrated. Dark yellow or amber-colored urine is a sign of dehydration. Look at our anchor chart that helps you monitor hydration.”



“So, your urine can help you realize if you need to drink water. On the opposite page of your journal, list the following 5 signs of dehydration.

1. Feeling thirsty
2. Dizziness
3. Feeling weak or tired
4. Having a headache
5. Having dark yellow or amber colored urine

**Video:** What Would Happen If You Didn’t Drink Water (animation, stop video at 2 min 25 sec ~ Video goes on to discuss hyponatremia)

After viewing, the whole class engages in discussion about the video.

“So, let’s remember to stay hydrated. Keep a bottle of water with you during the day. Purchasing bottled water is expensive and creates plastic bottle waste. Carry a reusable water bottle and fill it from the tap instead. If you don’t like the taste of plain water, try adding a slice of lemon or lime to your water. When you’re feeling hungry, drink water. Thirst is often confused with hunger. If you still feel hunger after drinking water, then you’re really hungry.”

**Student Activity:**

**On-level** students will create a paragraph and write in complete sentences explaining why drinking more water is important. At the bottom of the page students will draw and color a scene of themselves drinking water at mealtime, play or at school. Teacher circulates.

**Below-level** students are placed in specific supportive groups. They have been assisted with their journal writing, and will be further supported by the teacher to complete a web graphic organizer titled “Why drinking more water is important.” Students will fill in the blank circles with details from their journals/anchor charts. They may draw and color a picture of themselves drinking water.

**Whole Class Share-out:** Volunteer and selected students read their work and take questions from classmates.

**Summary:** Ask students to summarize lesson. Support student’s efforts to explain with well-placed questions.

**Assessment:** Check for understanding. Distribute exit tickets. On three lines, students write what they’ve learned. Closely guide below-level students.

**Follow-up Lesson:** Water Conservation: How Do We Protect the Most Important Drink in the World?

Writing Rubric forThe Most Important Drink in the World

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Explains why drinking water is important** | All of writing explains why drinking water is important | Most of writing explains why drinking water is important | Some of writing explains why drinking water is important | None of writing explains why drinking water is important |
| **Writes in complete sentences**  **or**  **completes graphic organizer** | All writing in complete sentences  **or**  all of graphic organizer  completed | Most of writing in complete sentences  **or**  most of graphic organizer  completed | Some of writing in complete sentences  **or**  some of graphic organizer  completed | None of writing in complete sentences  **or**  none of graphic organizer  completed |
| **Drawing accompanies writing** | All of drawing completed | Most of drawing completed | Some of drawing completed | None of drawing completed |